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September 21, 2012

In Search of the Coqui



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5Cs Planning Visual.pdf

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21st Century Skills -
World Language



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ELA Common Core



Aligning CCSS ACTFL Language Standards

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ELA Interpretive



CC Compared to ACTFL Interpretive Task.p

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ELA Presentational



CC and Rubric Domains.pdf

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Draft Outline for End of Year



Outline End of year assessment.pdf

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Enduring Understandings

(Based on National Foreign Language Standards)

- Effective communication requires knowing how when and why to say what to whom.
- Global citizenship requires an ability to communicate in more than one language.
- An ability to communicate in another language fosters a better understanding of my own language and culture.
- Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture.
- Learning other languages enables an individual to participate in multilingual communities.
- The purpose of language study is to communicate so I can understand others and they can understand me.
- The study of a foreign language develops insights into the nature of language and culture.
- Custom and tradition vary within a culture, as well as between cultures.



Essential Questions

(related to 5Cs)

- What does it mean to communicate effectively?
- How do I develop proficiency in a second language?
- What is culture? How can I develop a multi-cultural perspective?
- Why do I value the ability to communicate in a second language?
- What self-knowledge am I acquiring as I study another language and its cultures?



Academic Vocabulary (essential to the discipline, not course specific)

- Proficiency
- Fluency
- Communication – interpersonal, interpretive, presentational
- Culture – practices, products, perspectives
- Connections
- Comparisons
- Communities



Course Description

Spanish 1

This course is designed for students with no background knowledge in the target language and who wish to develop skills in understanding, speaking, reading, and writing in the target language. Emphasis will be on learning to communicate in the target language on topics of daily life, with frequent use of paired practice, small group work, and role plays. Students will be introduced to using the target language for many different purposes, such as the following: expressing feelings, preference, and opinions; describing people, things, and places; and making requests. Students will read basic descriptions of life in countries where the target language is spoken and be introduced to various examples of authentic text found in the culture such as signs, advertisements and letters. A great variety of up-to-date materials will be used in class.



Topics/Units of Study Spanish 1

- All About Me
- The Value of School/Literacy
- Relationships/Family
- Balance of Life – All Work and No Play



Department:	World Languages	
Course:	Level 1 – Novice	
AP Theme:	Contemporary Life	
Unit Title:	In Search of the Coqui	
Established Goals	Students will travel to various sites in Puerto Rico in search of the elusive coqui. They will begin their search in El Yunque and will learn a bit about rainforests in general before exploring El Yunque in detail. They will then travel to other parts of the island in search of the coqui. As they travel the island they will visit various sites and encounter island specialties. They will work with a classmate to design their ideal short term vacation in Puerto Rico and will create a campaign that will draw attention to the endangered coqui.	
Stage 1 – Desired Results		
Standard(s):	World language state and national standards are given in the course outline. Course level enduring understandings and essential questions are also in the course outline. List state standards here if necessary.	
21 st Century Skills	__ Communication __ Collaboration __ Critical Thinking and Problem Solving __ Creativity and Innovation __ Information Literacy __ Media Literacy	__ Technology Literacy __ Flexibility and Adaptability __ Initiative and Self-Direction __ Social and Cross-Cultural Skills __ Productivity and Accountability __ Leadership and Responsibility
ELA Common Core	__ Reading Literature __ Reading Informational Text	__ Speaking & Listening __ Writing __ Language
Understandings	<ul style="list-style-type: none">• Culture and environment shape our communities.• What is important in a culture is often invisible.• The rainforest ecosystem is critical for our well-being.	
Essential Questions	<ul style="list-style-type: none">• How do we begin to understand another culture?• Why is the rainforest ecosystem so important?	

CONNECTIONS

CULTURES

INTERPRETIVE

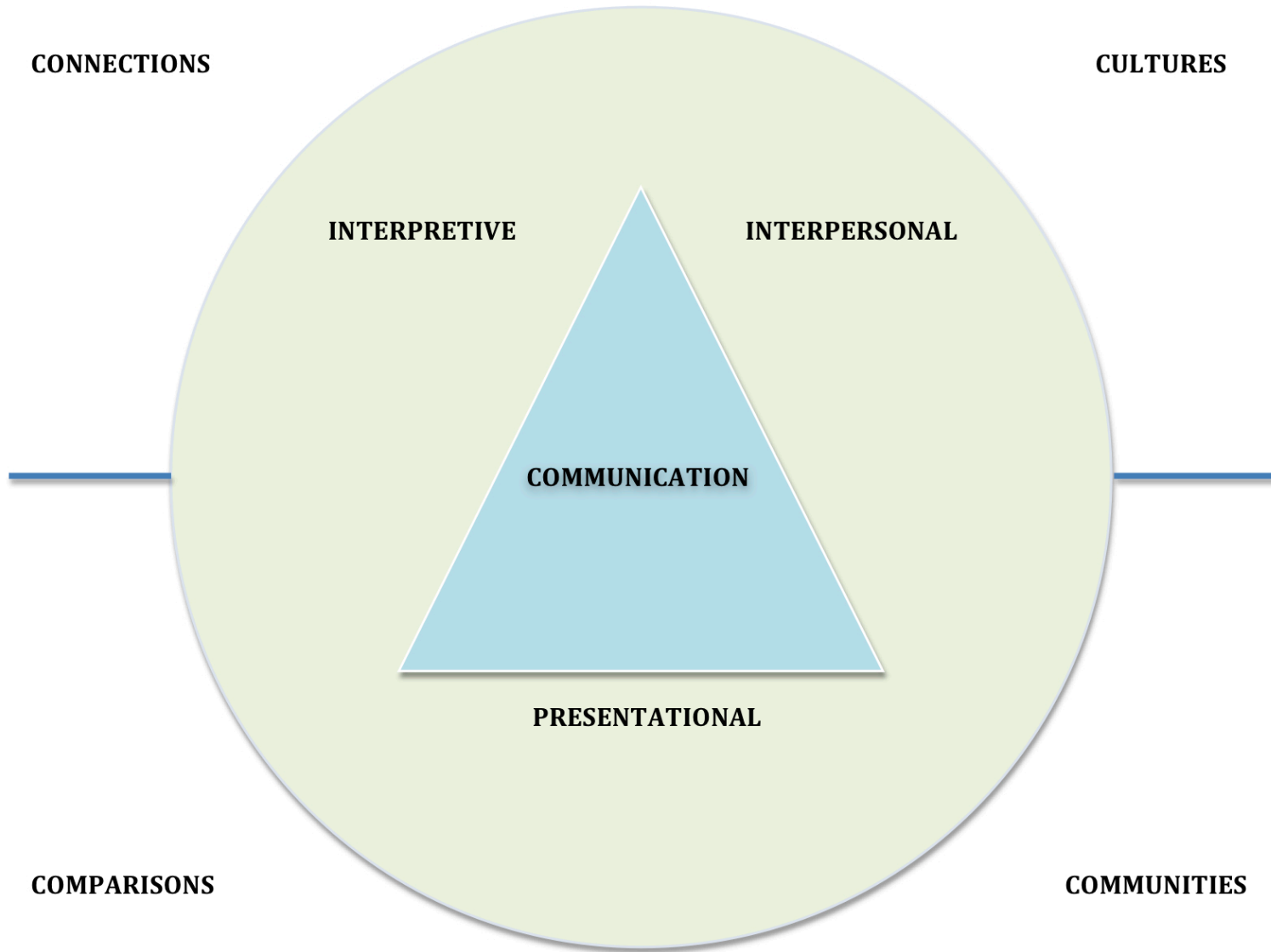
INTERPERSONAL


COMMUNICATION

PRESENTATIONAL

COMPARISONS

COMMUNITIES





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Resultant Skills / Language Functions	Resultant Knowledge	
	Essential Vocabulary	Grammar
identity where rainforests are found in the world	Where are rainforests? Is there a rainforest in....? there are rainforests in (names of countries)	
identify common features found in rainforests	there is, there are waterfalls, insects, plants, animals, birds	
say what you do in the rainforest	walk, hike, swim, <u>zipline</u> , camp, horseback ride	



Proficiency Descriptions

- use simple (memorized) sentences / questions on very familiar topics
- create with language at the sentence level; ask questions
- develop ideas with some supporting details
- Initiate and maintain an extended conversation; develop ideas with supporting details in 3 time frames
- sustain narration and description at paragraph level in 3 time frames; appropriately handle and unexpected situation with a complication
- State an opinion and defend/support that opinion

Student Can-do's

I can	Yes	With some help	Not yet
identify where rainforests are found in the world			
identify common features found in rainforests			
say what you do in the rainforest			
comment on foods you eat/drink			
name and describe animals that live in the rainforest			
say why I want or don't want to visit certain places in Puerto Rico			
comment on the weather			

Teacher Observation Check List

	identify where rainforests are found in the world	identify common features found in rainforests	say what you do in the rainforest	comment on foods you eat/drink	name and describe animals that live in the rainforest	say why I want or don't want to visit certain places in Puerto Rico	comment on the weather
Student 1							
Student 2							
Student 3							

Interpretive Mode



Stage 2 - Assessment Evidence		
Performance Task Summary (Integrated Performance Assessment)		
Interpretive	Students will read and view short texts on different aspects of Puerto Rican culture. They will use the information from the texts to create a schedule for their time in Puerto Rico.	
Interpersonal	Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico.	
Presentational	Students will create an additional event for the story <i>Everywhere Coquí's</i> . They will identify another location on the island of Puerto Rico for the <u>coquí's</u> as they attempt to escape from the parrots in the rainforest. They will select a location, say what the <u>coquí's</u> see and do while there and then indicate that they are moving on.	
Formative Assessments		Other Summative Assessments
Stage 3: Learning Activities		
Hook		
Activities		
Interpretive	Interpersonal	Presentational
Other:		
Resources		

Before Reading



- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose

During Reading



- Guided
- Active
- Silent
- Individual

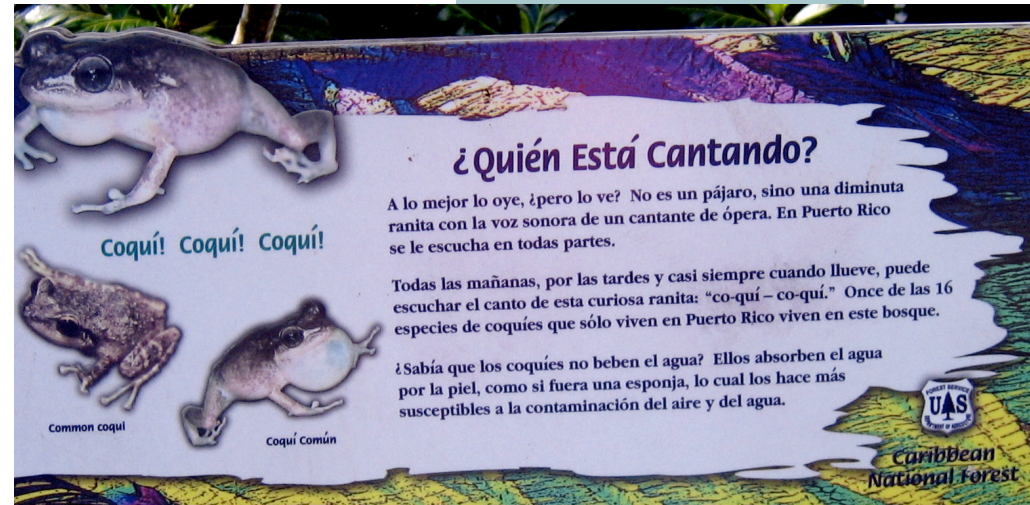
Brainstorming – words related to activities/making plans



LA BESTIA

Esta excursión es diferente a todas las otras. En esta, ubican a la persona dentro de un arnés o coraza humana enorme, mientras uno se recuesta para que se conecten las cuerdas a la espalda. Así que vuelas por el aire como un pájaro. (Superman o Ironman). Me parece que éste es el único en su clase que se practica en Puerto Rico.

¿Quién Está Cantando?



A lo mejor lo oye, ¿pero lo ve? No es un pájaro, sino una diminuta ranita con la voz sonora de un cantante de ópera. En Puerto Rico se le escucha en toda partes.

Todas las mañanas, por las tardes y casi siempre cuando llueve, puede escuchar el canto de esta curiosa ranita: “co-quí — co-quí.” Once de las 16 especies de coquíes que sólo viven en Puerto Rico viven en este bosque.

Sabía que los coquíes no beben el agua? Ellos absorben el agua por la piel, como si fuera una esponja, lo cual los hace más susceptibles a la contaminación del aire y del agua.



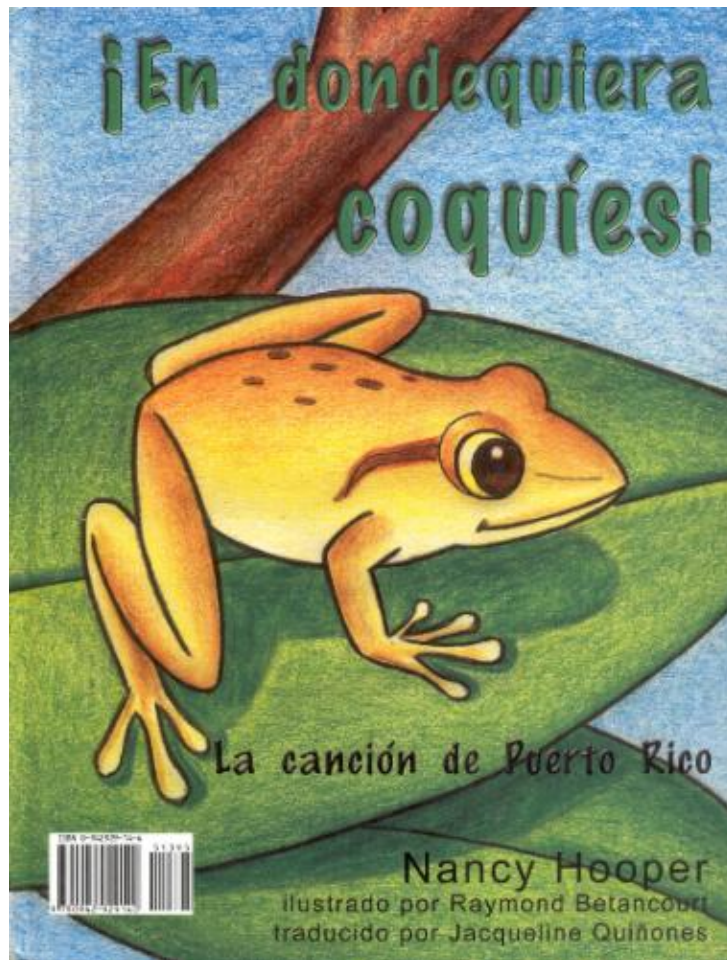
After Reading

- clarify
- reinforce
- extend knowledge

Everywhere Coquis! / ¡En dondequiera coquíes!

Nancy Hooper

ISBN 0942929144



A
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V
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A.C.T.I.V.E.

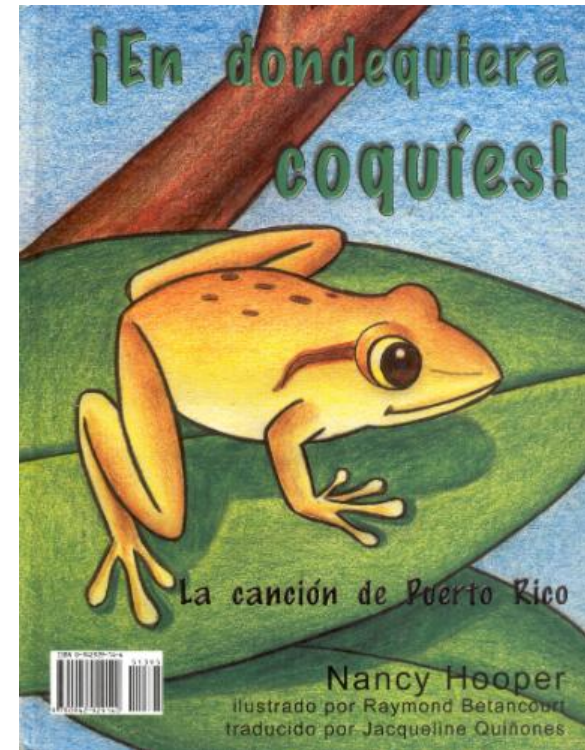
Ask Questions

Who?
Where?
If....then?

What?
Why?
Who can?

When?
Which would?
How did?

Thick questions vs. thin questions





A.C.T.I.V.E.

Ask Questions

All the coquis lived quite happily in the rain forest. They slept all day and sang all night, and their numbers grew and grew. Even little coquí babies learned to sing their name “co-quí, co-quí, co-quí,” soon after they were born.

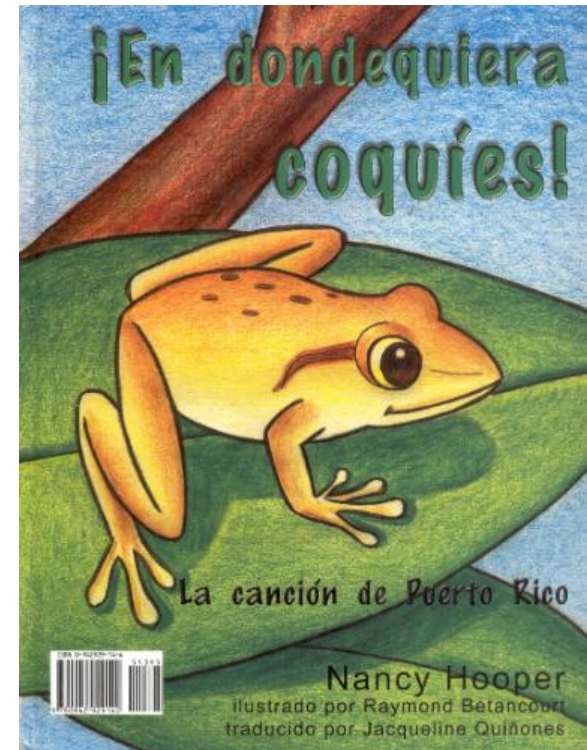
All the musical coquí voices were loud and clear during the dark, tropical nights. But there was one problem.

Hundreds of green parrots lived in the same rain forest. And unlike the coquís, the parrots chattered all day....but slept all night. Or tried to.

A.C.T.I.V.E.

Connect:

- Text-to-self
- Text-to-text
- Text-to-world



Read aloud a short text and think aloud your comments.

Interesting idea

I disagree

I remember

I wonder

I'm confused

Important idea

I'm surprised

A.C.T.I.V.E

Connect:

- Text-to-self
- Text-to-text
- Text-to-world

At first, the parrots were mystified by the sounds they heard at night. Soon they became quite irritated by all the noise. “What kind of bird is it,” they wondered, “that sings all night and sleeps all day? That is so rude!”

One night, the grumpy parrots shouted, “Be quiet, birds! Go to sleep so we can sleep too!”

But the coquís were coquís and not birds, and they did not understand that the parrots were shouting at them. They kept singing, “Co-quí, co-quí, co-quí.”

A.C.T.I.V.E

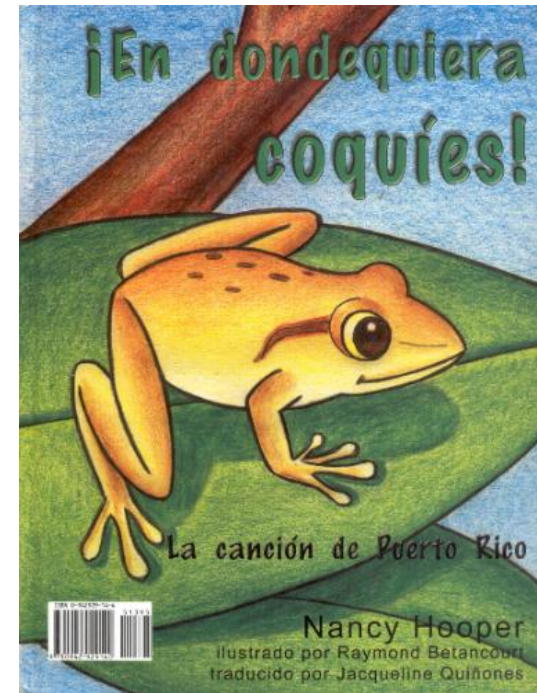
Track Down

Determine the most important ideas and themes.

Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes





A.C.T.I.V.E

Track Down

Now the parrots really got angry. They swooped down, looking everywhere for a noisy flock of birds. They searched high and low but no matter where they looked, they never found a single singing bird.

But they really frightened the little coquí! Hiding under the branches and leaves, they could see the parrots swooping and squawking.

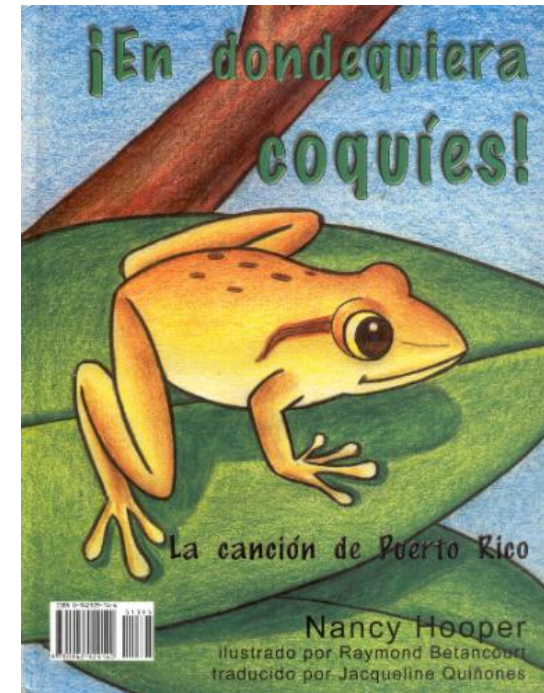
So in the middle of the night, the terrified coquí silently hopped as fast as they could, out of the rain forest.... and away from the parrots.

A.C.T.I.V.E.

Making Inferences

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.

Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.





A.C.T.I.V.E

Making Inferences

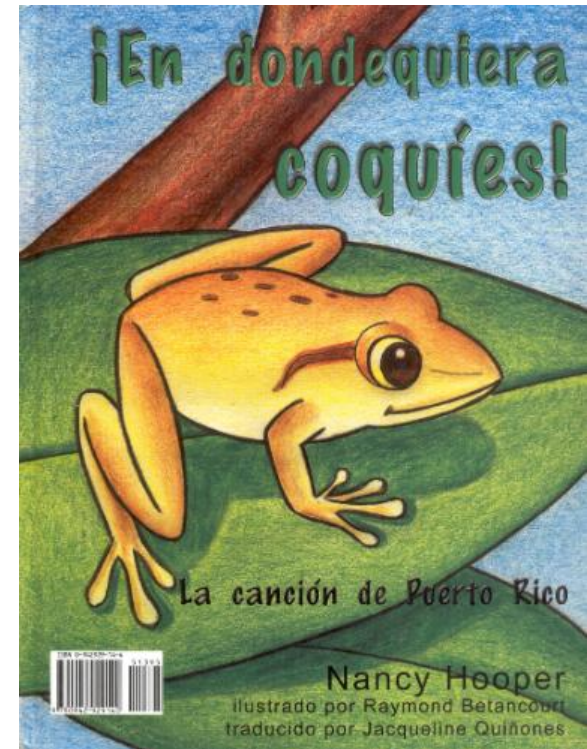
The next morning, they came to the countryside. They were tired so they stopped to rest in the garden of a pretty pink house. As they rested, the coquíes watched the man and woman who lived in the house. They were both artists, and they made typical Puerto Rican crafts. Today they were making *vejigante* masks of *papier-mâché* to sell at festivals around the island; sometimes they carved miniature figures of the saints, called *santos*. The coquíes enjoyed living in the countryside, and their songs each night were joyful and loud. Again, the parrots became irritated and searched for the birds....Again, the tiny frightened coquíes had to hop through the night.....

A.C.T.I.V.E

Visualizing

Create visual and other sensory images during and after reading.

Ask students to read, discuss and then draw what they see happening in the text. Drawings can be done on transparencies and shared with the class. Students might also be asked to select a song that relates to the text.





A.C.T.I.V.E

Visualizing

The city was an exciting place for the coquíes to live. There was lots of food and water for all them, and they happily sang their song each night,

“Co-quí, co-quí, co-quí.”

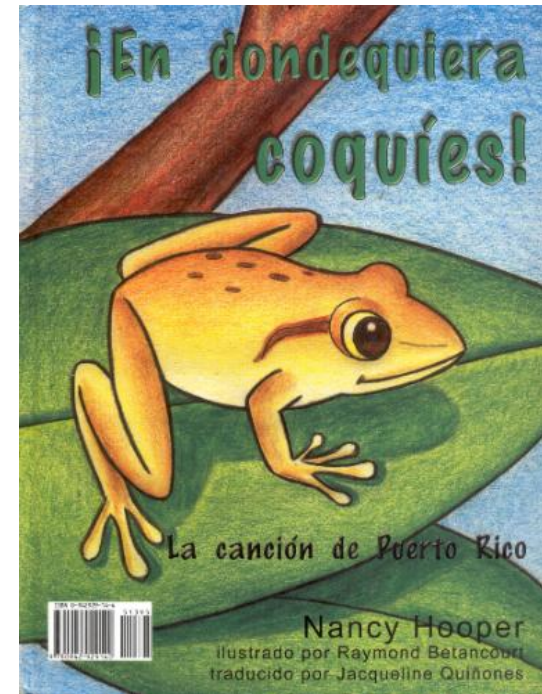
The city people loved hearing them, because they made music too. They played instruments called *claves*, *güiros*, *maracas* and small guitars called *cuatros*.

As the city people sang and danced, the coquíes sang along. They enjoyed the city, even though they missed the trees and roots and leaves of the rain forest.

A.C.T.I.V.E

Eureka!

Retell or synthesize what has been read.



Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.

R.A.F.T.

Role	Audience	Format	Topic
parrot	coquís	letter	Complaining about the noise
parrot	coquís	song	Begging them to return
coquís	parrots	note	Apologizing for keeping them awake
people of Puerto Rico	coquís	poem	Expressing how much you love their sounds and what they mean to you
?	?	?	?



1

Read

3



Remember

2



Cover

4



Retell

¿Te fijas sólo en lo grande?

¡Lo pequeño es importante!

No pases por alto las plantas y los animales más pequeños. El Yunque aloja muchos pequeños habitantes sin los que el bosque no podría sobrevivir. Aquí no hay jaguares ni monos. Hay especies más pequeñas que ocupan el lugar que los animales grandes tienen en los bosques continentales.



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¿Hay flores que curan el cáncer?

¿A dónde van los científicos en busca de remedios?

De las 3,000 plantas que se sabe tienen propiedades que combaten el cáncer el 70% son especies de bosques pluviales. La “playera” ha ayudado a miles de niños con leucemia. Los científicos estudian los bosques de los trópicos, incluyendo los de Puerto Rico, con la esperanza de descubrir nuevas plantas milagrosas.

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Proof for / Proof against

Proof For		Proof Against
	Animals in El Yunque are similar to those found in continental rainforests	
	Many plants that cure cancer come from rainforests.	
	Scientists feel they have already found most of the beneficial plants located in rainforests.	

Interpretive Assessment



El coquí es de Puerto Rico. Su nombre científico es **Eleutherodactylus**.

Eleutherodactylus quiere decir el de los dedos libres, pues no tiene membranas entre sus dedos. Para mí, tiene también el alma libre, pues, le gusta andar suelto y cantar a su antojo por entre las hierbas.

Hay 16 diferentes especies; sin embargo, solamente dos producen el sonido "co-quí". Los hay terrestres y arbóreos.

Todos los coquíes tienen "almohaditas" en las puntas de los dedos de pies y manos. Los coquíes no pasan por la etapa de renacuajo y salen del huevo, siendo una copia pequeña de sus padres.

El canto del coquí es un canto melodioso y fino.

Quién lo escucha y nunca lo ha visto cree que es un delicado pajarito. Su canto es como un suave arrullo que puebla las noches de nuestra patria borincana.

<http://home.coqui.net/sendero/popupcoqui.htm>

Interpretive Assessment

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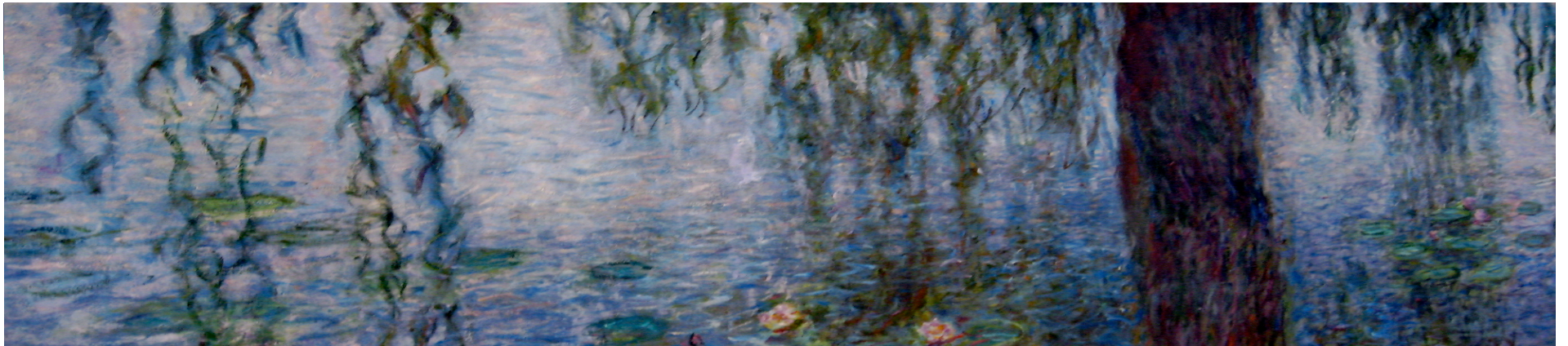
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Interpretive Mode

Indicate whether the statement is true, false or not stated. If true or false, indicate where the information can be found in the article.

1. Coquís sound like parrots.
2. There are 16 varieties of coquís that sing “co-quí”.
3. Coquís sing mostly at night
4. Coquís are hatched looking like their parents.
5. Many Puerto Ricans think the song of the coquí is like a lullaby.
6. Coquís live only in trees.
7. The sound of the coquí is heard only in Puerto Rico.



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